Province of
British Columbia

NATIVE LANGUAGES CONFERENCE

July 18 - 19, 1990

Conference Summary Proceedings

Co-produced by the Ministry of Education,
Ministry of Native Affairs, and the
Ministry of Advanced Education, Training and Technology

91-06147/

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ACKNOWLEDGMENTS

This conference was sponsored by the Ministry of Education, Ministry of Advanced Education Training and Technology, and the Ministry of Native Affairs.

The project manager would like to acknowledge the assistance of Alice Jeffrey, Consultant, in coordinating the conference and, to acknowledge the volunteers who assisted in registration especially, Paula Amos, Ed Arnault, and Linda-May Wattams.

The Conference Summary Proceedings were prepared by Heinz Dyck and Leonie Rivers.

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CONFERENCE SUMMARY PROCEEDINGS

Introduction:

The Province of British Columbia hosted its First Native Languages Conference July 18-19, 1990 at the Delta River Inn in Richmond, B.C. The following gives the reader an overview of the proceedings.

The Purpose:

A Native Languages Conference was co-sponsored by the Ministry of Education, Native Education Branch, Advanced Education Training and Technology, and the Ministry of Native Affairs to evaluate the Generic Language Pilot Project introduced in the Vernon School District in the Okanagan Language. A reasonable amount of time was spent on the Native Heritage, Language, and Culture initiative introduced into Provincial legislation in May 1990.

The conference hosted several teacher training program presentations that included the Okanagan, Kutenai, Yinka Dene, Nisga'a, Kwakwala, Squamish, Cowichan, Tsimshian languages. In addition, the University of British Columbia, Faculty of Education, gave a presentation on a course: The Training of Native Language Teachers. The Simon Fraser University, Faculty of Education, presented an overview of a course: Designs For Learning: Native Languages.

The Results:

It is believed that all delegates left the conference with new ideas, strategies, and insights as well as a resource kit of relevant language teaching models and materials that could be shared and used in their own communities.

EVALUATION SHEETS: Summary

1. What did you like about the conference?

- well-organized
- well-prepared facilitators and speakers
- wide representation of language groups
- sharing of ideas, achievements, struggles
- participation of First Nations peoples
- involvement and recognition of elders
- Joyce Goodstriker's workshop
- En'owkin Pilot Project
- friendliness and helpfulness of all the people

2. Please identify the most useful feature of the conference, for you.

- workshops – a lot of information was put forth
- input and ideas from people all over the country
- networking, the sharing of knowledge
- Joyce Goodstriker
- Don Fiddler's workshop
- Jeannette Armstrong's presentations
- Generic Model for Native Languages
- TPR method

3. Please identify the least useful feature of the conference, for you.

- the different programs featured frequently overlapped in theory and methodology and that became tedious – too much repetition – not necessary for all training models to be presented
- not enough time at the beginning of the conference for the introduction of delegates – this would have made it easier to get to know one another
- conference – this should be done on the first day, right after the opening prayer
- lack of discussion time – lack of delegate participation – not enough interaction
- personal experience testimonials (valuable in their place) dragged on too long
- no Indian food
- length of time devoted to the Generic Model presentation – some selling job!
- presentations by Deputy Ministers
- not enough time for the conference – too much material to cover in too short a time
- smoking in the conference room
- bilingual-bicultural program

4. Please suggest any improvement that we might make in the conference.

- need more sharing from teachers implementing language programs
- programs – hear of their struggles
- have Ministry people explain the province's position with regard to money allotments and the needs/requests of Tribal Councils/Bands and school districts
- avoid political rhetoric
- finish on time – the days were long enough already
- need more humour
- incorporate energy exercises
- some of the time allocations were too long
- compile and provide a directory of all cultural centres, language and teacher-training programs in B.C.
- give more notice for the conference – it was very short notice for this conference
- hold the conference on a reserve
- hold conferences outside Vancouver
- have more conferences
- make it an annual conference
- add 1 more day to the conference – a 3-day conference
- ask presenters to prepare papers of their presentations that can be given as handouts
- need longer question & answer periods – provide them immediately after each presentation
- better time management – a lot of time was wasted by the late starts
- hold workshops that allow one to experience/participate in the different methods of teaching language and developing curriculum
- hold workshops for small groups only
- give time to the Heritage Language Advisory Committee so that people can become aware of what the Committee is doing
- have smoking and non-smoking areas
- provide microphones so that everyone can hear the questions

5. ***Please take a moment to provide the Conference Committee with your reaction to the conference. Circle a number to indicate your rating:***

(43 delegates submitted evaluation sheets. 41 of the 43 sheets had responses to this question.)

Low high frequency:	1	2	3	4	5	No Response	Rating	Rating in %
informative	0	1	7	19	14	–	4.12	(82.4)
relevant to needs	1	2	12	13	13	–	3.85	(77.1)
interesting	0	1	13	15	12	–	3.93	(78.5)
excellent pace	1	7	13	13	5	2	3.36	(67.2)
well organized	1	4	8	20	7	1	3.70	(74.0)

Explanation of Rating: Points were awarded for each response. 1 point for each '1', 2 points for each '2', 3 points for each '3', 4 points for each '4', and 5 points for each '5'. The points were summed and then divided by the number of respondents (a 'no response' was **not** counted) to get an average, which is the rating.

e.g. calculation for rating `informative':

No. of responses x points =

0 x 1 = 0
1 x 2 = 2
7 x 3 = 21
19 x 4 = 76
14 x 5 = 70

Total points = 169
Total no. of responses = 41
Rating = 169/41 = 4.12

Calculation for rating '%:'

= divide the rating by 5.

If each respondent had given a rating of '5' to a category, the rating percentage would equal 100%, the highest possible rating.

e.g. rating in % for 'informative'

Rating in % = 4.12/5.00 = 0.824 = 82.4%

Note: The second rating scale (i.e. "not informative, irrelevant, etc."), was only filled out by 8 respondents and their responses mirrored those they provided for the first rating scale. The results are, therefore, not presented as they are redundant and provide no new information.

6. ***Would you like a follow-up discussion on the topics presented? Identify.***

- in-depth workshops or participatory demonstrations of different methods of teaching language (e.g. as Joyce Goodstriker demonstrated in her presentation)
- accreditation, teaching certificates
- practical teaching ideas
- TPR
- Language Bill of First Nations
- teacher-training models
- transferability of innovative programs
- Generic Model for Native Languages
- see results when negotiations with school districts are completed for several of the pilot projects
- provide conference summary and copies of presentations
- provide more materials from the successful programs
- how to communicate with the new Language Association ($10.7 million)

7. ***Conference facilities and arrangements: Please circle a number reflection your rating:***

(43 delegates submitted evaluation sheets. 42 of the 43 sheets had responses to this question.)

Poor OK Excellent Frequency	1	2	3	4	5	No Response	Rating	Rating in %
Meals	2	14	16	10		–	3.81	(76.2)
Breaks	0	4	16	16	6	–	3.57	(71.4)
Rooms	0	0	7	13	14	8	4.21	(84.1)
Registration	2	2	11	13	13	1	3.81	(76.1)

CONFERENCE RECOMMENDATIONS: Summary

Introduction

The comments provided by delegates on the Generic Model for Native Languages, Teacher-Training Models, and Native Heritage, Culture & Language can be labelled as recommendations or observations.

Generic Model for Native Languages

Recommendations

- Native languages are oral, not written, and should remain that way. The written component should only serve as a resource for teachers.
- There is a need to examine how the model relates to the ungraded Primary program, as well as the future Intermediate and Graduation programs. Similarly, there needs to be an examination of how Native language and culture relates to these new programs.
- Culture must be stressed and be part of the content. Language and culture are inseparable.
- Provide this presentation at the local level to groups unable to attend the conference.
- Find a new term to replace 'Generic.'
- Simplify the language used to present the model to make it less jargon-like.
- The Healing Circle should be incorporated into the model. The actual classroom arrangement of students should be circle shaped.
- Generate an implementation strategy for those groups ready to use the model.
- Offer more support and funding to the project.
- The TPR method should be used at the elementary level.

Observations

- The presentation was well-prepared, well-organized and well-presented.
- There is a concern about whether First Nations want their languages molded by a provincially or federally run and dictated program.
- The model may not be understood at the Band level.

Teacher-Training Models

Recommendations

- Provide copies of all presentations to conference delegates.
- Make funds available this year for the training of qualified teachers.
- Send copies of the Yinka-Dene and En'owkin-NITEP models to all B.C. cultural centres.
- Make equity funding available to First Nations and allow flexibility so that it is relevant locally.
- Give out Native Language Teaching Certificates in recognition of the teacher's expertise and proficiency in the language and culture. This Certificate could also be used to ensure that Native language teachers receive a standard pay across the province.
- For future conferences, amalgamate similar presentations so as not to drag things out.
- Create a central registry of Native language teachers.
- Provide the language teacher with an assistant to help in the teaching of the language curriculum.
- Seek more input from those who have been teaching Native languages for a number of years, including those who live up north.
- Provide more information on what kinds of things a language teacher needs to know or be able to do in order to be successful/effective.

Observations

- There are a lot of philosophical and methodological similarities between the models.
- One delegate had several questions:
  - What specific training does a native language teacher need?
  - What evidence is there that adequate training is a determining factor in the success or failure of language revitalization initiatives?
  - What difference does it make having trained (or untrained fluent speakers) teachers in school programs if a) classes are not long enough (children don't receive critical minimum exposure to the language), or b) there is not the critical widespread community commitment to revitalize the language?
  - Does setting up certified training programs do any more than a) establish credibility for native languages in the eyes of non-native institutions and government bodies and natives with an identity crisis, or b) boost the confidence of native language teachers (a very good effect, but surely, more is assumed or expected)?

Native Heritage, Culture & Language

Recommendations

- First Nations should issue a statement that acknowledges fluent-speaking Elders as having obtained the highest degree of instructional classification.
- Provide monetary recognition for the specialized knowledge of Native teachers in the public school system. Provide release time or extra funding so that these teachers can more easily develop Native curriculum materials.
- Eliminate the need for local agreements with school districts.
- Remove the strings attached to provincial funding.
- Generate a directory of all Tribal Councils, Bands, institutions, groups and organizations that are using or about to implement language programs. Those listed in the directory can serve as resource people for those who are just starting to think about their own language program.
- Promote the concept that language is culture.
- Address the need for language programs for urban aboriginal peoples.
- Provide more funding - e.g. equal to that supplied for French, Japanese and Chinese language programs.
- Clearly point out federal contributions with regard to funding.
- Place the 14 cultural centres in B.C. on the mailing list for this type of conference.

Observations

- Much of the work done in this field goes unnoticed.
- This section of the conference was too rushed because of the length of the previous presentation.

Generic Model for Native Languages Pilot Project Okanagan Language

Presenters:
Jeanette Armstrong
Richard Armstrong
Joyce Goodstriker
Don Fiddler

General Description

- En'owkin Centre adapted the Generic Language Model (GM) into Okanagan
- En'owkin Centre hired a team of curriculum writers and fluent speakers to adapt GM into lessons
- GM based on the assumption of no prior knowledge of the language
- notional-functional approach: means knowing how to communicate in and use the language rather than knowing what the structure of the language is grammatically
- pilot project was tested in a grade 8 classroom at W. L. Seaton School in Vernon
- classroom had 18 students, none of whom were proficient in Okanagan
- instructor was fluent in Okanagan but had no formal classroom training
- oral-based program where students are not required to learn to read Okanagan
- a gradual introduction to written language is an expected development in subsequent year learning directives
- curriculum guide is written in 1 dialect

Recommendations

- that untrained language teachers be placed in a mentoring relationship with a qualified classroom teacher prior to the beginning of the year
- that the pilot be field tested at least 1 more year, in a different school with a different instructor
- that the En'owkin Centre be responsible for organizing any future in-service training for those language teachers who want to use GM
- Teaching Techniques Incorporated
- Total Physical Response (TPR) Approach – uses commands to teach the language
- Thematic Approach – a series of communication activities that are intertwined
- Cooperative Learning Techniques (not formally included in the first curriculum draft) – e.g. small group learning; paired learning

In-service

- proper in-service: min. of 3 days, preferably 5 days

In-service Components

- background information on second language acquisition
- program management and timeline for school year
- comparative analysis of the Indian and English languages
- functional-notional approach
- teaching methodologies (TPR, thematic approach, cooperative learning techniques)
- lesson plan development and evaluation models
- use and development of resource materials
- incorporation of Indian culture, history, philosophy and tribal protocol

Units

basic unit of study is the function – a communication activity e.g. introducing oneself
5 functions (or units)

1) basic commands
2) basic questions
3) socialization – self
4) socialization – home
5) socialization – school

Lessons

- lessons are presented as minimal threshold learning objectives
- instructors are expected to enhance and enrich the topic areas

- lessons are presented without suggested classroom activities, allowing for the incorporation of cultural and experiential activities based on the teacher's experience
- testing: the teacher speaks in Okanagan and the students write the answer in English

Unit 1 (6 lessons)

Goals

- to learn to use commands to familiarize the student with the command form and the word sounds
- to learn the difference between 'here' and 'there' in relation to commands
- to learn the difference between 'my' and 'yours' in relation to objects

Objectives

- to understand 11 basic commands
- to identify 4 categories of nouns in relation to commands
- to understand the difference between 'here' and 'there' in relation to commands
- to understand the difference between 'mine' and 'yours' in relation to objects

***Unit 2** (13 lessons)*

Goal

- learn basic questions and responses

Objectives

- to learn the question, 'what is this?' using a gesture
- to indicate an object, and to learn the appropriate response using 17 nouns associated with the body
- to learn body parts
- to learn the question, 'what is that?' (nearby) using a gesture to indicate an object, and to learn the appropriate response using 10 nouns associated with the home
- to learn various familiar room objects
- to learn the question, 'what is that over there?' using a gesture to indicate the object's location, and
- to learn the appropriate response using 12 nouns associated with distance
- to learn the question, 'how many (are there)?', and
- to learn the appropriate response using 10 nouns
- to learn the question, 'where is the (object)?', and to learn the appropriate response using 11 nouns
- to learn the question, 'where (object)?' and to learn the appropriate response (The [object] is right there/here) using 5 nouns
- to learn the question, 'where is my (object)?' and to learn the appropriate response (Your [object] is over there) using 5 nouns
- to learn the question, 'where is your (object)?', and to learn the appropriate response (My [object] is over there) using 6 nouns

***Unit 3** (5 lessons)*

Goal

- learn socialization in relation to self and others

Objectives

- General greetings and responses:
  to introduce oneself to other people
  to give basic greetings in Okanagan
- General introduction and responses:
  to introduce friends to other people
  to introduce a number of people to your friend
- Specific time of day greetings:
  to know the proper greetings for the right time of the day
  to know what greetings to use for the occasion
- General leavetaking
  to know the function of leavetaking and the difference when addressing one or a group
- Specific leavetaking and inquiry
  to know how to inquire about leavetaking and to respond negatively or positively

***Unit 4** (8 lessons)*

Goal

- learn socialization in relation to the self and home

Objectives

- General greeting/inquiries (home):
  to announce one's arrival and to ask to go outside and respond to both
  to know the command, 'put your coat away' and the response, 'I put it away already.'
- General (home) imperatives/protocol responses:
  to understand the directive, 'come and eat' and the response, 'you go and eat'
  to introduce the plural and singular forms
- General (home) assistance inquiries/responses
- General assistance offering (home):
  to ask for assistance by addressing a person directly
  addressing a person to offer assistance

addressing a person politely asking for assistance
- Specific assistance inquiries (home)
- Specific protocol assistance (home): to state that you are hungry and tired to know the difference between 'I am' and 'I am going to' in asking for assistance
- Specific inquiries protocol leavetaking for sleep: to know how to say that you are sleepy and to ask if you can go to sleep or where you can sleep and the appropriate response

Unit 5 (3 lessons)
Goal
- learn the function of communication in relation to socialization and the teacher

Objectives
- Specific greeting and response (teacher): to greet the student and have students distinguish between 'sit down' (singular and plural)
- Specific inquiries in classroom to ask permission to go to the toilet to ask the teacher for help

Profiles (Curriculum Developers)
Joyce Goodstriker
expertise on the functional-notional model and language teaching techniques

Mandy Jimmie
expertise in linguistics and development of resource materials

Richard Armstrong
fluent in Okanagan and wrote all lessons in the Okanagan language

Okanagan Language Committee
was very active in the project

Teacher Guide

General Discussion
functional/notional model is ideal for addressing the varying degrees of language competency
vocabulary (notions) is centred on 1 or more functions e.g. complimenting someone, making immediate communication possible

Educational Principle
transfer of learning is not always automatic
cyclical approach is recommended – the same language function is studied in greater depth in each successive level of learning

Teaching Suggestions/Guidelines
utters and models the command for the students
creates situations and utters the commands
avoids use of English translations
varies the approach – avoids being predictable
reviews material
has students act out commands
incorporates sign language

Lesson Components
1. **Aim or Objective** – e.g. to have students learn to use commands
2. **Introduction and Motivation** (5 minutes) Designed to help them recognize how language relates to action and the body.
3. **Development** (20-30 minutes) – actual lesson
4. **Materials** – e.g. use clothing articles, objects in the room, body parts
5. **Summary** – organize and re-emphasize main points in a meaningful fashion
6. **Follow-up Activity or Assignment** – ask students to practice at home
7. **Pre-lesson Task for Teacher** – e.g. blackboard work

Program Development
Stage 1: Development of Program Rationale
Stage 2: Commitment to program/Curriculum Plan
Stage 3: Organization and Development of Curriculum
Stage 4: Program integration/Implementation
Stage 5: Evaluation/Feedback

Curriculum Development

1. Describe the characters of the learners:
   ages, grades and distribution
   language used at home and school
   learning styles at home and school
   important experiences within the community that influence children's growth and development
2. Describe the characteristics of the community:
   demographic information
   social and physical environment – ways people live and work together in the community
   community-related issues and problems
   nature of language use and its influence on children's growth and development
3. State the school's philosophy of education:
   belief system, values, community ways of life and their implication for education:
   what is the relationship between the aboriginal person and nature?
   what is traditional education?
   what is truth?
   how is the human being unique?
4. State the school's theory of learning
   how do children learn best?
   what are the traditional teachings on child development?
   what roles does language play in learning?
   is learning passive or active?
   what content is relevant and meaningful to students?
5. State the school's educational goals:
   what are the relevant social, political and economic opportunities in the community and in broader society?
   skills necessary to function in the community and in broader society
6. Select and organize content and materials:
   language proficiency tests
   thematic units are culturally based
   materials available and those to be developed
   district requirements re content
7. Select and organize learning experiences:
   concurrent language methods
   experiential-based activities
   field trips – use of local environment
   use of technology
8. Describe implementation and integration strategies:
   team planning, classroom organization and use of guides
   team teaching
   staff development:
      coursework
      summer institutes
      staff training
      pre-service and in-service
      classroom demonstration
9. Develop evaluation design:
   student profiles:
      language assessments
      academic performance
   effectiveness of curricula and materials
   evaluation of:
      activities
      objectives
      staff effectiveness
   analysis of overall results compared to program goals

KUTENAI LANGUAGE PROGRAM

Presenters:

Karen Bailey-Romanko
Lillian Ignatius

General Description

- the program operates under the Kootenay Indian Area Council and services the 4 Ktunaxa-speaking communities of Creston, Cranbrook, Windermere and the Shuswap community of Invermere
- provides services to School Districts # 2, # 3 and # 4 and to 2 Band-operated schools under the Ktunaxa/Kinbasket Independent School Society
- of great concern is that there are only approximately 14 fluent Kutenai speakers between the ages of 0 and 39

Phase 1 *(1988)*

- 5-month project designed to train 5 fluent speakers 2 days a week – had limited success due to its very short time frame

Phase II *(November 1988 to June 1989)*

- focus on teacher trainees doing field work involved cataloguing and transcribing tapes, interviewing Elders for historical and cultural information
- taking a short course in linguistics
- produced the Kutenai Nation Resource Book, containing specific Kutenai history and culture with accurate Ktunaxa vocabulary

Phase III *(September 1989 to March 1990)*

- developed the first draft of an entry-level Ktunaxa Language Curriculum Guide
- only 2 of the original 5 language teacher trainees remained – the 3 who left did so mostly due to frustrations of varying degree
- marked the beginning of an active interest in the community

Phase IV *(April 1990 to June 1991)*

- no longer able to provide teacher training workshops or language teachers to deliver the curriculum due to drastic funding cuts

Objectives

before year 2000, have Ktunaxa languages become an optional credit course at the the high school and college levels

Teacher Training Program

the key is to have quality trained Ktunaxa language teachers

Training Methods and Techniques Used

based on the book Methods that Work

- Total Physical Response (TPR)
- Jazz Chants
- Direct Method
- Suggestopedia
- Scenarios, Discourse and Real-life Roles

Positive Outcomes

- Kutenai and Shuswap lessons being taught on a regular basis both in public and band-operated schools
- Renewal of interest on the part of parents to learn more about their language and culture
- increased awareness and interest by non-native teachers in the Kutenai people
- provision of limited but on-going training for language teachers
- training of 4 staff in computer literacy

Urgent needs

- train fluent Ktunaxa language speakers to be effective classroom teachers
- train language teachers in useful classroom management techniques
- provide on-going professional development for the language teachers on various teaching techniques
- instruct the language teachers in the International Phonetic writing system
- implement a quality preschool program focusing on language and culture

Profiles

Karen Bailey-Romanko

- 19 years experience as a teacher, counsellor and program developer working with people of all ages and nationalities.

- In 1979 started working with Kutenai people through college programs and later through programs on St. Mary's Reserve
- in 1989, asked to act as consultant for the Ktunaxa Language Program to help develop the Kutenai curriculum and *Kutenai Nation Resource Book*
- involved in the development of the entry-level Ktunaxa Language Curriculum and the organization of workshops for language teachers

Lillian Ignatius

- in 1978 hired as an artist to work with a linguist studying the Ktunaxa language
- obtained the Native Indian Languages Diploma from the University of Victoria and has taken courses in linguistics
- for the past 10 years has worked as a linguist researching the writing system for the Ktunaxa speakers in effective language teaching techniques
- her goal is to see Ktunaxa as an elective in high school and hear her language spoken by young children and their parents

YINKA DENE LANGUAGE INSTRUCTOR TRAINING PROJECT Summary

Presenters:

Linden Pinay
Catherine Bird

General Description

during 1989/90, 47 trainees attended 1 or more sessions offered at Vanderhoof
Dene literacy instruction courses were introduced in 1989/90
in fall of 1989, Yinka Dene Language Institute (YDLI) sponsored a week-long curriculum development workshop that focused on bilingual education, immersion programs for Native language, early childhood development and curriculum development
in February 1990, held a 1-day workshop on Native language literacy

Community-Based Literacy

adult language classes in Vanderhoof, Fort St. John, Prince George, Burns Lake, Quesnel and at the Nadleh Band
upon completion of course requirements, local language instructors receive a certificate from the (YDLI) and the College of New Caledonia

Goals for the Future

that the current certificate course will be expanded to a 2-year diploma and eventually a degree
that YDLI continues to function as a resource centre for community education programs while providing leadership in the development of professional training and education

NISGA'A BILINGUAL-BICULTURAL PROGRAM

Presenter:

Bert McKay

General Description

key component is cultural infusion – the inclusion of cultural information about Nisga'a people in every subject
e.g. science – provide information on oolichan processing and the natural history of Nisga'a territory

Two Types of Planning

Status planning – e.g. teaching Nisga'a from K to 12
Corpus planning – e.g. designing and developing the new Nisga'a alphabet and writing system
true aim of teaching Nisga'a is to strengthen and to use the traditional tribal structure through the language

KWAKWALA TEACHER TRAINING PROJECT

Presenter:

Gloria Webster-Cramner

General Description:

- The Kwakwala Teacher Training Project, a three year project was completed in May 1986. The U'mista Cultural Society administered and sponsored the project with the assistance from North Island College. The Secretary of State, Primate's World Relief Development and School District #85 (Vancouver Island North) assisted in financial contributions towards the project.

- The course was offered in three day sessions on a monthly basis. Course instructors were J.V. Powell, Faculty of Anthropology, University of British Columbia, Joy Wild, Faculty of Education, University of British Columbia, and Vickie Jensen. Mr. Powell and Ms. Jensen worked with the U'mista Cultural Centre for one year in developing and later producing a series of twelve language instruction books for use in local schools. The selection of instructors was based on the individual's experience with and knowledge of the local community language.

- The project included teacher methods that demonstrated partial immersion, oral, and integration with other subjects like Social Studies and Science, and second language teaching. Curriculum development was the main focus of the project, and included the development of units for classroom use from the nursery to grade 10 levels. Personal development and communication skills were infused into the overall program. Students were encouraged to learn as much as possible about their own cultural and family histories. All students who registered were accepted regardless of the level of fluency.

- The program was initially set up to help the six or seven Kwakwala teachers in the community area. It received strong interest from other classroom teachers and teacher aides such as the dance program, art, and nursery school teachers.

Goals and Objectives:

- Introduction to basic second language teaching

- Practical application of second language teaching techniques in developing Native teaching materials

- Introduction to the process of developing teaching units, lesson plans, and visual teaching materials

- Increasing proficiency in speaking, reading and writing Kwakwala for teachers

- The course would include the preparation of a set of teaching materials which expand the learning Kwakwala series. Students are asked to submit evaluations at the end of each term along with the teacher evaluations.

SQUAMISH LANGUAGE PROGRAM

Presenters:

Chief Lois Guss
Yvonne Joseph
Valerie Moody
Alroy Baker

Development of Project

began in 1972 at St. Thomas Aquinas Catholic Junior High School in North Vancouver with 1 hour every day in grades 8-12

Present Language Program

- includes preschool, elementary and high school grades
- the goal is to increase the human resource potential in language
- advocates the values and tradition of the Squamish
- serves to demonstrate that language development and survival is also the responsibility of the youth
- uses as a guide the Squamish Language Core Curriculum Outline, modelled after the French Core Curriculum in the public schools
- some of the resource materials created include jig-saw puzzles and legend books that have been translated into Squamish

Squamish Nation Resolution

- that the Squamish language be accorded full protection and enhancement as an official language of the Squamish Nation

Teacher Training

- a course taught by 2 elders and a language consultant
  uses oral, linguistic, first and second language methods
- personal development and communication skills are honed during the summer program activities for children
  into the 4th year of working toward after-school (weekend, summer and holiday training) language and culture programming

Criteria for Selecting Teachers

- language fluency
- commitment to language survival
- Squamish citizenship

Instructors

- Yvonne Joseph, Elder, works at the Capilano Nursery School
- Chief Lawrence Baker, Elder, works at a high school
- Valerie Moody works at Norgate Elementary School
- Alroy Baker works at 2 elementary schools

Yvonne Joseph

- began work at a daycare in 1978
- began the school year by taking time to get to know each other
- when the language circle begins, they talk about each child's name
- look at the calendar together when it is time to change for new moons

children learn:

- counting (1-10)
- family terms
- asking simple questions
- colours and shapes
- body parts
- clothing and jewellery
- nature and animals
- classroom objects
- food (aboriginal and modern)
- storytelling

Valerie Moody

- worked in the program for more than 10 years
- has a video of Grades 3-5 doing lessons

schedule:

- Kindergarten class 3 times a week for 15 minutes: students work on their own alphabet book, learn numbers and about animals
- Grades 1-3 for 20 minutes: uses immersion
- Grades 4-5 for 20 minutes: uses a big book full of fun pictures so they can learn sentences

Alroy Baker

- started to learn Squamish in 1972 at St. Thomas Aquinas High School – first learned how to write the language, then how to speak it
- after graduation, taught at the Band school returned to teaching in December 1986 – classes were 30 minutes long and students started with

the alphabet, some sample words, along with a picture of the sample word

- K-3: learn greetings
- Grades 4-5: learn higher numbers, days of the week
- Grades 6-7: learn harder words and sentences, things to do with seasons

COWICHAN LANGUAGE INSTRUCTOR TRAINING PROGRAM

Presenter:
Jillian Harris

Program Development 1988

- received federal funding for on-site training Malaspina College was contracted to provide training and trainers
- 5 people were selected on basis of:
  fluent speakers of the *Hul'qumi'num* language
  thorough knowledge of Coast Salish culture
  grade 12 or equivalent
- original 10-month course reduced to 8 months:
  - 1 month for organization
  - 6 months actual instruction
  - 1 month practicum and evaluation

Evaluation

- principals noted that there was definitely more structure to the language program with trained instructors
- trainees wanted a longer time for training and would have preferred more experience in writing and teaching techniques
- trainers recommended that some time be spent on:
  - upgrading academic skills
  - developing specific skills in teaching literacy
  - transitional life skills

Present Program

- Cowichan Band has a contract agreement with School District # 65
- language and crafts instructors teach classes in 3 elementary schools, 1 middle school, and a high-school alternate class
- also have a contract with 1 parochial school for elementary grades, and Malaspina College for an all-Native adult basic education class
- elementary classes are 20 minutes at least twice a week plus crafts classes
- other classes are 40-60 minutes once a week with 1 crafts class a week for 1 hour
- future training will include:
  - an introductory course which would be basically a recruitment program
  - advanced instructors training and community teachers workshops for those wishing to be certified classroom instructors
  - curriculum development project management

Teacher Training Plan

Each trainee will be expected to prepare and teach lessons to the others, followed by group discussion of difficulties and good teaching techniques.

Goals for Trainees in the 10-month Program

1. Have a solid knowledge of the curriculum
2. Be familiar with and able to use audio-visual and other material associated with the curriculum
3. Use their knowledge of educational principles and techniques to prepare more such material
4. Have a good basic knowledge of lesson preparation, classroom management, various teaching and evaluation techniques, and some experience teaching
5. Be in a position to benefit from further practical experience in the classroom under the guidance of an experienced teacher

Timeline

Days 1-8 Success and failure in the classroom
Days 9-13 Learning a language
Days 14-16 The learner
- elementary school learner
- adolescent learner
- adult learner

Days 17-21 Classroom discipline
Days 22-32 Techniques for oral language acquisition
Days 33-36 Language for communication
Days 37-41 Preparing and telling traditional stories
preparing tape sound tracks in Coast Salish to go with films of legends that now have English sound tracks
Days 42-43 Planning and evaluation
- formulating long- and short-term goals for students
- evaluating:
  - daily student progress
  - teaching techniques and lesson plans

Days 44-46 Teaching reading and writing
Days 47-48 Discussion of classroom observation and practicum
Note: classroom management, lesson planning and use of equipment run concurrently with the other topics from days 6-48

Profile

Jillian Harris

- cultural co-ordinator for Cowichan Band
- 'secretary' for Cowichan Band, Penalakut Band and Puquamish Tribe (Washington)
- oral historian for a major project of the Puquamish Tribe
- worked with the Cowichan Band on a short-term history project
- majored in community organization with counselling at a community college in Washington
- developing culturally oriented training programs for counsellors with the Cowichan Rape/Assault Society and Women Against Violence Against Women
- trained counsellor with the Cowichan Hospice Society, providing input on traditional funeral practices and rituals around grieving
- taking series of workshops for a Provincial Instructors Diploma in area management through Malaspina College
- personal goal is to become conversant in the *Hul'qumi'num* language and to know the true meanings of rituals, ceremonies and traditions that bring health to the Cowichan community

TSIMSHIAN LANGUAGE AND CULTURE PROJECT

Presenters:
Vonnie Hutchingson
Susan Marsden

Northcoast First Nations Educational Programming, 1979-1990

Needs for First Nations Educational Program Development

- need for long-term sustained commitment, at all levels
- need for a positive climate
- need for recognition of First Nations educational
- programming as a fully-fledged educational field

Overall Objectives

- to examine Northcoast society, language and culture from a Northcoast First Nations point of view and to determine the form and content of programs on the basis of this point of view
- to maintain an open and on-going dialogue and to actively seek the advice and approval of elders
- to develop curriculum materials that are varied and flexible and that foster creativity
- to approach Northcoast cultures as living cultures with a past, a present and a future
- to include the often unspoken values and world view of Northcoast First Nations in the curriculum in an experiential fashion
- to promote the circulation of Northcoast materials outside of the immediate area and to maintain contact with other institutions
- to aim for the highest possible accuracy and quality while at the same time emphasizing productivity

Tsimshian Language and Culture Program

Overall Objectives

- all aspects of the curriculum will be Tsimshian the curriculum will be student-centred in design beginning with the identity of the child in Tsimshian society
- the foundation of the curriculum will be the spoken language, live and recorded
- the written language will flow from the oral – English will be an aid, as little used as possible curriculum will include a home and community component and a 'regular' classroom component in all lessons
- student-oriented materials within the curriculum will be as interesting, attractive and well-produced as possible
- lessons will be designed to allow for community members who speak *Sm'algyax* to readily participate at any point in the curriculum
- encouraging community members to participate will be an important aspect of implementation

Design and Methods

Three Interdependent Components

1. **Framework**
   - cultural sequence: will begin with the child and his or her identity within family, clan and village e.g. the territories of the Tsimshian and their role in Tsimshian economy and society
   - linguistic sequence: comprised of listening comprehension, speaking, writing and reading
2. **Lessons and Teaching Suggestions**
   - lessons will be specific and sequential but not rigidly so
   - 3 components
     - 1 for the language teacher
     - 1 for the regular classroom teacher
     - 1 for the family or community
3. **Student Materials**
   - such as large photographs of historical and present-day totem poles can be used at the primary level to discuss the crest-figures on the poles and the family groups that own them
   - sources of tsimshian linguistic and cultural information
   - research materials: print, microfilm, computerized materials, audio tapes, video-tapes
   - existing First Nations and *Sm'algyax* curriculum home, community and classroom experiences

COURSES FOR THE TRAINING OF NATIVE LANGUAGE TEACHERS

Faculty of Education Simon Fraser University

Presenter:
Dr. June Beynon
Keleen Toohey

Introduction

- past training for Native language teachers provided by linguists – focus on grammatical and other features of the language; children not always enthusiastic about learning about grammatical features
- more emphasis needed on pedagogy – the issues concerned with teaching

Program Development

- offered course "Designs for Learning: Teaching a Native Language" in Prince Rupert in 1984 and in Kamloops in 1987

Present Program

- series of 5 courses to be taken over the 4-year teacher education program:

1. ***Language Acquisition and Second Language Learning***
2. ***Language in Community and School***
   - looks at the distribution of languages in communities
3. ***Second Language Teaching Methodology***
   - introduction to instructional methods in second language teaching
   - includes observation in second language classrooms (French immersion as well as Native language classes)
   - students gain practice in lesson and unit planning
4. ***Advanced Second Language Teaching Methodology***
   - hope to attract teachers presently teaching Native languages in the public school system
   - examine some of the persistent problems in the teaching of minority languages and explore possible solutions
   - focus on adapting and creating instructional materials
   - address the following issues
     - motivating reluctant learners
     - involving parents and the community
     - dealing with multi-level classes
5. ***Language Teaching Practicum***
   - 40% of time with the course instructor and 60% in classrooms implementing innovations they have planned

Note: offered a 2-week workshop (approximately 40 hours) each July as part of the 4-year program on the structure and orthography of Native languages so that participants become competent in reading, writing and discussing how linguistic knowledge can be made pedagogical

TEACHING NATIVE LANGUAGES IN ELEMENTARY SCHOOLS

Faculty of Education University of British Columbia

Presenter:

Jo-ann Archibald
Supervisor, NITEP Program

Introduction

- the Teaching Native Languages in Elementary School course (Education 342) is offered through the Faculty of Education and the Native Indian Teacher Education Program (NITEP) at the University of British Columbia. It is managed and delivered by the Native Indian Teacher Education Program.
- the Native Languages in Elementary School course is funded by the University of British Columbia similar to other education courses.

Program Development:

- the Native Languages in Elementary School course is offered to all Native Indian Teacher Education Program students.
- the course is planned to be offered in Chilliwack and Penticton next school year, giving emphasis to the generic language project at the En'owkin Centre.

Present Program

- the three unit course is offered for six weeks with the regular daytime scheduling; however, upon request, it is available in rural communities.
- course instructors are visiting professors from various universities. The criteria for selection of instructors include: a Master's in Linguistics or Education, and several years of experience with First Nations' curriculum and/or Languages. Priority is given to person(s) of First Nations ancestry.
- the course provides both a theoretical and practical overview of language teaching and the development of curriculum and material.
- the course is designed to develop suitable methods for teaching First Nations Languages for communicative competence.

THE PATHFINDER LEARNING SYSTEM

General Description

- a computer-managed, self-paced, individualized learning system that provides fully integrated curriculum and multi-media learning resources
- incorporates the curricula of all 11 English-speaking provinces and territories
- curriculum and materials are Canadian
- includes networked IBM computers and an educational resource library of approximately 2400 print, kit, audio-visual and software materials that have been cross-referenced to thousands of lessons and test questions
- potential learners include native students, special education students, literacy-seeking adults, workplace training participants

Covers 5 Subject Areas

1. Integrated Reading and Writing
2. Mathematics
3. Social Studies
4. Science
5. Employment/Life Skills